

Drag and Drop

Finish each sentence with a word from the list. Drag and drop the words in the boxes.

topic sentence indent purpose for writing supporting sentences

- a) The sentences that add details to the topic sentence are called _____.
- b) The reason you choose to write a paragraph is called your _____.
- c) The _____ tells the main idea of a paragraph.
- d) Make sure you _____ or move five spaces to the right when you begin a paragraph.

/4

Reading Passage

The Topic Sentence

A good paragraph needs a good topic sentence. The topic sentence tells the main idea of the paragraph. It is usually the first sentence in the paragraph. The topic sentence will give your readers a preview of what the paragraph will be about. The topic sentence is usually indented five spaces.

Supporting Sentences

A well-developed paragraph has a good topic sentence that states its main idea. In addition, it will have three or four supporting sentences that support or explain the main idea introduced by the topic sentence. Supporting sentences may also be called details.

Closing Sentence

The last sentence in your paragraph is called the closing or summary sentence. Its purpose is to restate the main idea of your paragraph. One way to do this is to reword the topic sentence so that the same main idea is expressed.

Comprehension Questions

Match the word on the left with its meaning on the right. Type the number of the word next to its meaning.

- | | | | |
|----------|-----------------------|---|----------------------|
| 1 | paragraph | restates the main idea of your paragraph | <input type="text"/> |
| 2 | descriptive paragraph | a group of words that expresses a complete thought | <input type="text"/> |
| 3 | sentence | a paragraph that describes a place, idea, person, or thing | <input type="text"/> |
| 4 | summary sentence | tells the main idea of the paragraph | <input type="text"/> |
| 5 | topic sentence | a collection of related sentences dealing with a single topic | <input type="text"/> |

/5

Marking Rubric

Name:

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /39

Drag and Drop

Finish each sentence with a word from the list. Drag and drop the words in the boxes.

graphic organizers **prewriting** **general to specific** **brainstorming**

- a) The first stage in the writing process is _____.
- b) One way of coming up with ideas for writing by writing down all of your thoughts about a subject in a set period of time is called _____.
- c) Another method of prewriting is to think about a broad topic and then break it down into all its supporting topics or thinking from _____.
- d) Diagrams which help you organize your prewriting ideas on paper are called _____.

/4

Reading Passage

Graphic Organizers

You can also use graphic organizers to help you brainstorm ideas for writing. Graphic organizers are diagrams or drawings which help you organize your ideas on paper. One of the most common graphic organizers to use for brainstorming is listing. Listing means that you write down every word you can think of that is related to a particular topic in a given amount of time. The other main ways to brainstorm are using cluster maps and free-writing. We will discuss both of these methods and other graphic organizers in later lessons.

Another area of brainstorming is deciding your focus or what you will be writing about. Finally, in prewriting you must decide who will read or hear your writing. This is choosing your audience.

Multiple Choice

Choose the best graphic organizer to use for each paragraph prompt. Drag the checkmark to the answer that is the most correct.

- ✓ a) Your teacher asks you to write a paragraph about the most important event that happened to you on each of the seven days of last week.
- Venn Diagram
 - Time Line
 - 5 W's Chart
 - Sensory Chart
- ✓ b) Your mom asks you to write a paragraph describing the kitchen as she prepares dinner.
- Cause and Effect Chart
 - Time Line
 - Sensory Chart
 - 5 W's Chart

/2

Marking Rubric

Name:

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /34

Short Answer Question

You and a friend have started a childcare business. You plan to take care of your neighbor's children, a boy who is three, and a girl who is five. Use the brainstorming graphic organizer to list some of the activities you will use in your daycare business. Remember that lists do not have to be written in complete sentences.

Brainstorming List: Daycare Activities

/8

Reading Passage

A Good Topic Sentence Should:	Bad Example	Good Example
1. be a statement not a question.	"Will the students of City Elementary School successfully complete the written composition exams?"	"Because of their determination and hard work, the students of City Elementary School successfully completed the written composition exams."
2. not be too broad	"All the students did great work."	"The students used correct punctuation, grammar, and sentence structure on their composition exams."
3. not look like an announcement	"They made the highest scores in the school's history."	"As a result of their preparation and enthusiasm, the students made the highest scores in the school's history."

Comprehension Questions

Type a "P" next to each step that happens in the prewriting stage of the writing process and type a "D" next to each step that happens in the drafting stage of the writing process.

- a) Decide who the audience for the writing will be.
- b) Use a Venn Diagram to help decide likenesses and differences of two topics.
- c) Decide what the purpose for writing will be.
- d) Brainstorm ideas for a topic.
- e) Use a topic sentence, supporting details, and a summary sentence as you write.

/5

Marking Rubric

Name:

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /57

Matching

Match the graphic organizer to the written description on the right. Type the number of the graphic organizer next to its meaning.

1 **1. INFORMAL OUTLINE**

Topic - _____
1. Topic Sentence - _____
2. Supporting Details - _____
3. Closing Sentence - _____

2 **2. SEQUENCE CHART**

TOPIC - _____
First, _____
Second, _____
Third, _____
Fourth, _____
Finally, _____

3 **3. ORDER OF IMPORTANCE LADDER**

Topic _____
Most Important Idea _____
Supporting Details _____
Summary Idea _____

A graphic organizer that arranges the ideas as they happened.

A graphic organizer that arranges ideas by their importance.

A graphic organizer that arranges ideas as main topic, supporting details, and closing sentence.

/3

6

CCP6113-4

Reading Passage

The second step in the writing process is called drafting. Drafting is the process of putting your ideas on paper as sentences and paragraphs. Many writers use graphic organizers to help them keep their ideas in order as they begin to write.

A fun way to organize your ideas for a paragraph is to use a paragraph sandwich graphic organizer! Of course, you won't really be making a sandwich in your classroom, but if you pay attention, you'll learn how to write a good paragraph. The first step in making a paragraph sandwich is to pretend that one piece of bread is the topic sentence. The topic sentence helps to keep the sandwich together.



Comprehension Questions

Use the space below to brainstorm ideas for a paragraph of at least five sentences about what would happen if you could become invisible whenever you wanted to. What are some of the things you could do that you cannot do now? Decide who your audience will be and what your purpose for writing this paragraph is.

/5

Marking Rubric

Name: _____

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /36

Drag and Drop

Finish each sentence with a word from the list. Drag and drop the words in the boxes.

revision

rest

rubric

- a) _____ is another name for a scoring guide for writing.
- b) _____ is the third step in the writing process.
- c) After completing a first draft the writer should _____.

/3

Reading Passage

Many times, your teacher may rate your writing using an essay-scoring guide. This guide may also be called a rubric, and will list all the requirements your teacher will be looking for when he/she reads your writing. Many writing rubrics look for the following:

1. Ideas	Your ideas relate to the main topic throughout the story. You write with colorful details. You add details throughout the story.
2. Organization	Your focus stays on the purpose of the story. Thoughts progress logically. You use varied transitions.
3. Style	You use a variety of sentence beginnings, structures, and lengths. You include personal experiences. You use a lively voice.
4. Conventions	Your story contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable.



True or False

Are the following statements TRUE or FALSE? Use the circles to answer.

- Style is not very important when you are writing a paragraph or an essay.
TRUE FALSE
- Using a variety of sentence beginnings is a part of your writing style.
TRUE FALSE
- Each paragraph must have a purpose.
TRUE FALSE
- Rubric is not another name for a scoring guide.
TRUE FALSE

/4

Marking Rubric

Name: _____

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /47

Matching

Match the word on the left with its meaning on the right. Type the number of the word next to its meaning.

1	proofreading	read your essay aloud again	<input type="checkbox"/>
2	the first step in the Proofreading process	keep track of the kinds of mistakes you make more than one time in an essay	<input type="checkbox"/>
3	the second step in the proofreading process	the process of rereading your work to find and correct any errors that may be in it	<input type="checkbox"/>
4	the third step in the proofreading process	examine your paragraphs	<input type="checkbox"/>

/4

© CLASSROOM COMPLETE PRESS 4 CCP6113-6

Reading Passage

Revision is the third step in the writing process. In it you reread your paragraph and decide if the information is presented in the most understandable way. When you make any changes or revisions, you should also proofread, or look for mistakes in your writing. Proofreading is the fourth step in the writing process.

The first steps in proofreading are to:

1. read your essay aloud again.
2. examine your paragraphs – look at the length, supporting sentence(s), and topic sentence of each one.
3. keep track of the kinds of mistakes you make more than one time in an essay.

Comprehension Questions

Drag a circle to the correctly spelled word in each row.

<input type="radio"/>	a) exsited	excited	exxcitd
<input type="radio"/>	b) favorit	favrite	favorite
<input type="radio"/>	c) caught	cought	caugt
<input type="radio"/>	d) wright	ritte	write
<input type="radio"/>	e) beleive	believe	beleeve
<input type="radio"/>	f) except	ekcept	except
<input type="radio"/>	g) scool	schol	school
<input type="radio"/>	h) may-be	maybe	mabe
<input type="radio"/>	i) clothes	cloese	clothes

/9

© CLASSROOM COMPLETE PRESS 11 CCP6113-6

Marking Rubric

Name: _____

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /137

Writing Tasks

Writing Tasks

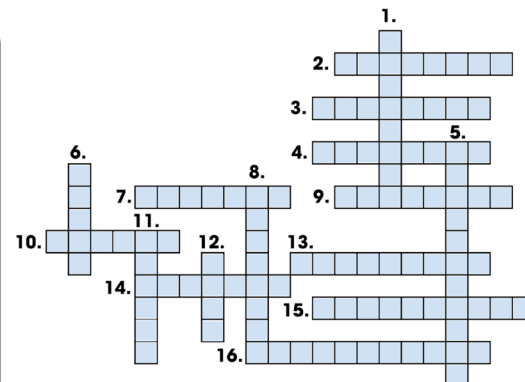
Your mother has just returned from a distant planet and brought you back an alien pet. Write a well-developed paragraph describing it in detail. Type your answer in the box below.

/1

Crossword

Word List

audience
conjunction
details
exclamation
fact
focus
indent
modifier
prewriting
prompts
question
rubric
revision
sentence
statement
timeline



/16

Word Search

Drag the red circles over top of the words you find in the word search.

/20

a	e	n	i	l	e	m	i	t	j	y	i	a	p	h
z	u	y	o	k	c	s	r	o	l	r	s	c	a	p
c	o	m	m	a	n	d	e	p	f	o	r	i	n	a
h	x	l	i	j	e	m	v	i	u	s	o	r	f	r
y	q	i	n	e	i	i	i	c	x	n	g	b	x	g
l	p	s	d	d	d	g	s	d	j	e	n	u	b	a
s	z	t	e	d	u	c	i	e	r	s	i	r	q	r
t	t	i	n	t	a	a	o	q	r	p	t	s	k	a
a	g	n	t	u	m	d	n	j	d	o	i	r	e	p
t	t	g	e	m	g	n	i	t	f	a	r	d	w	p
e	p	f	o	v	e	n	n	p	d	n	w	z	f	j
m	l	c	e	l	e	c	n	e	t	n	e	s	a	b
e	g	n	i	d	a	e	r	f	o	o	r	p	x	v
n	o	i	t	s	e	u	q	h	i	q	p	m	j	y
t	c	a	f	d	l	n	w	m	a	r	g	a	i	d

Comprehension Quiz

Comprehension Quiz

Finish each sentence with a word from the list. Drag and drop the words in the boxes.

topic sentence

paragraph

purpose for writing

sentence

first

- The reason you choose to write is called your _____.
- A _____ is a group of words that expresses a complete thought.
- A _____ is a collection of related sentences dealing with a single topic.
- The _____ tells the main idea of the paragraph.

/5